Vision: *Inspiring Success*
Values: *Determination, Courage, Respect*

The Orchard
Child on Child Abuse and Sexual Harassment and Sexual Violence Between Children Policy
2023

The Orchard's core values of determination, courage and respect underpin this policy and ensure that we strive to keep children safe, happy and healthy in school.

In this policy, anywhere the term '**child**' or '**children**' are used refer to any person or group of people **under the age of 18**.

At The Orchard school we recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of "banter" or an inevitable part of "growing up". We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school.

We recognise that children are capable of abusing other children and this will be dealt with under our child protection policy and in line with KCSiE (2022) and following recommendations from the [Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021).](#)
We are committed to a whole school approach to ensure the prevention, early identification, early help and appropriate management of child-on-child abuse within our school and beyond.
In cases where child-on-child abuse is identified we will follow our child protection and safeguarding procedures, taking a contextual approach to support all children who have been affected by the situation.

Child-on-child abuse is a whole school responsibility and some of these behaviours will need to be handled with reference to other policies and guidance in school:
- Behaviour policy
- Anti- bullying policy
- Child protection and Safeguarding policy
- E safety policy
- RSHE policy and scheme of work
- SCC Effective Resilience Statement of Needs
- Brook Traffic Light tool to evaluate sexualised behaviour

What is Child on Child Abuse?
All children are capable of abusing other children. This can manifest itself in a whole spectrum of behaviours including -
- Inside and outside of school
- Bullying including cyberbullying, prejudice based and discriminatory bullying
- Abuse in intimate personal relationships between children
- Sexual violence such as rape, assault by penetration and sexual assault, (this may include an online element which facilitates, threatens and /or encourages sexual violence)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, (this may include an online element which facilitates, threatens and/or encourages physical

abuse)
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non- consensual sharing of nudes and semi nudes, images and or videos
- Upskirting (a criminal offence and has reporting requirements) which typically involves taking a picture under a person's clothing without their permission with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Initiation /hazing type violence and rituals including activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also involve an online element.

Definition: DfE: Sexual Behaviours across a continuum:

Normal	Inappropriate	Problematic	Abusive	Violent
- Developmentally expected - Socially acceptable - Consensual, mutual, reciprocal - Shared decision-making	- Single instances of inappropriate sexual behaviour - Socially acceptable behaviour within peer group - Context for behaviour may be inappropriate - Generally consensual and reciprocal	- Problematic and concerning behaviour - Developmentally unusual and socially unexpected - No overt elements of victimisation - Consent issues may be unclear - May lack reciprocity or equal power - May include levels of compulsivity	- Victimising intent or outcome - Includes misuse of power - Coercion and force to ensure victim compliance - Intrusive - Informed consent lacking or not able to be freely given by victim - May include elements of expressive violence	- Physically violent sexual abuse - Highly intrusive - Instrumental violence that is psychologically and/or sexually arousing to the perpetrator - Sadism

Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

It is essential that children are protected, offered appropriate support and every effort is made to

ensure their education is not disrupted. It is also important that other children, adults, and staff are supported and protected as appropriate.

Sexual Harassment
Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment includes:
• Sexual comments.
• Sexual "jokes" and taunting.
• Physical behaviour, such as deliberately brushing against another pupil.
• Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual Violence
Sexual violence refers to the three following offences:
• Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
• Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
• Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
• Harmful sexual behaviours

Sexual violence and sexual harassment can occur online and offline (both physically and verbally), and are never acceptable. All victims should be taken seriously and offered appropriate support. Victims of sexual violence and harassment are likely to find the experience distressing and stressful, and it will, in all likelihood, adversely affect their education.

Harmful sexual behaviours
The term "harmful sexual behaviour" is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:
• Using sexually explicit words and phrases.
• Inappropriate touching.
• Sexual violence or threats.
• Full penetrative sex with other children or adults.
• Sexual interest in adults or children of very different ages to their own.
• Forceful or aggressive sexual behaviour.
• Compulsive habits.
• Sexual behaviour affecting progress and achievement.
• Using sexually explicit words and phrases.
• Inappropriate touching.
• Sexual violence or threats.

Victims and alleged perpetrators
There are many different ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse.
For the purposes of this policy the term 'victim' is used. It is a widely recognised and understood term. Not everyone who has been subjected to sexual violence and/or sexual harassment considers

themselves a victim or would want to be described in this way and we will respect the wishes of the child in this respect. For the purpose of this policy we use the term 'alleged perpetrator'. It is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a different level of support to that which might be provided to an adult who is alleged to have abused a child.

1. **What is sexual harassment and sexual violence?**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Some situations are clear:
● A child under the age of 13 can never consent to any sexual activity;
● The age of consent is 16;
● Sexual intercourse without consent is rape;
● Rape, assault by penetration and sexual assault are defined in law (as set out at paragraph 4); and
● Creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.
Schools and colleges are not alone in dealing with sexual violence and sexual harassment; statutory partners such as Children's Services and the police may need to become involved in some cases. It is likely that any issues will extend beyond school or college.

Teaching and Learning: Reducing risk of abuse/abuse going unnoticed
At The Orchard we will minimise the risk of child-on-child abuse/Sexual violence and harassment by :
- Training* for all staff in chid-on-child abuse, Safeguarding policies and practices, online safety
- Knowing that child on child abuse does happen in our school
- Clear and understood behaviour policy
- Teaching the children the five rules for The Orchard
- Anti -Bullying posters reminding children to TELL
- Teaching the children online safety
- Safeguarding notice board for children
- Stories and Assemblies
- Anti- Bullying Day and Anti bullying Week
- Noticing, describing and rewarding respectful and kind behaviour (Respect balloon, kindness jar and weekly medal
- Challenging and reporting unacceptable behaviours:
  -sexist comments and sexism, (comments which discriminate, behaviour or attitudes which promote stereotypes), name calling, racist comments,
- Teaching and reminding the children to TELL when someone upsets or hurts them through daily interaction, RSHE lessons, assemblies and anti- bullying weeks
- Teaching the children about online safety
- Asking the children for feedback through the School Council, same gender survey groups
- Providing reminder posters in classrooms and corridors of DSLs- child friendly and adult

versions
- Reminding parents to teach children to TELL when someone hurts or upsets them
- Teaching a well -planned RSHE programme, shared with parents
- Teaching and integrating the Six R's across the curriculum
- Ensuring staff are approachable, model respect, and engender trusting, positive professional relationships with the children
- Ensuring all staff LISTEN to children
- Ensuring all staff remain vigilant at playtimes, lunchtimes, walking along the corridors, in breakfast and after school clubs
- Expecting all staff to report their concerns and follow up any incidents
- Ensuring all staff know and follow the agreed Safeguarding procedures

*Safeguarding Training and Development during 2021-22
June 2021
- Working together safeguarding update training for all staff (SCC) delivered live but recorded for all staff including new staff appointed since June 2021

September 2021
- DSL and DDSL refresher training 23.9.21
- Child Protection and Safeguarding Policy update, Awareness raising of peer on peer abuse, Staff handbook and staff behaviour policy update, behaviour and antibullying policy update, Whistleblowing policy update
- National College online introduction and update for staff on FGM, Prevent and CSE where knowledge is new or needs to be updated
- All staff sign and date agreement on following policies and confirm reading and understanding

December 2021
- Safeguarding Review
- Termly Safeguarding Audit
- HT- Brook Sexual Behaviours Traffic Light Tool training

January 2022
- Peer on Peer abuse training, Refresh on Brook Traffic light descriptors and Effective Resilience
- KCSIE quiz and feedback through weekly bulletin
- Introduction to CPOms

February
- Staff Survey
- Further introduction to CPoms
- Surrey Action for Carers Training
- Anti- bullying Week

March- April 2022
- Peer on peer abuse policy and introduction, Refresh on Brook Traffic light descriptors
- KCSIE -further quiz and feedback
- FGB Governor update training with Strictly 4S
- Termly Safeguarding Audit submission
- Online safety training for staff and children NSPCC
- DDSL and HSLW commence neglect GCP 2 training
- NSPCC assembly-(awaiting confirmation)
- Survey of parents and children

September 2022 – March 2023
- KCSIE 2022 training for all staff including CPOMS training
- Parent safegaurding meetings
- CPOMS training on body maps
- Head Teacher – GCP2 training
- DSL network meetings

- Positive touch training (x4)
- Emotion coaching training
- Policies updated: Safeguarding and child protection policy, Touch Policy, Whistleblowing,
- Autumn Safeguarding Audit submission (no Spring one due to upgrade of online platform)
- Survey of parents and children
- Anti- bullying Week

Ongoing
- Weekly Bulletin including safeguarding updates and reminders
- Half Termly Full Governing Body Meetings- safeguarding on agenda
- Weekly DSL Meetings and agreed actions
- Fortnightly leadership meetings - safeguarding on the agenda
- Termly SCC DSL meetings for DSL and DDSL
- Weekly Year group Team meetings including safeguarding on the agenda/concerns about children
- Daily HT walk around checking in with staff, hearing concerns about children
- Monthly Education Safeguarding Team SCC- updates
- Access to National College, NSPCC
- Safeguarding training for Parent Helpers
- Termly governor Learning walks
- Termly Governor Health and Safety Checks (and SCR check)

At The Orchard we aim to foster healthy and respectful relationships between children through Relationship Sex and Health Education. This provides a whole-school approach that prepares our children to make healthy choices, tell when others hurt or upset them and develop confidence and the vocabulary to be able to express their own feelings, views and voice. This will be underpinned by The Orchard behaviour policy, anti -bullying policy, e-safety policy and RSHE policy. Below are the strands which are taught in all year groups:

RSHE scheme of work themes:
- <u>Health and Wellbeing:</u> -Healthy Lifestyles - Mental Health
- <u>Ourselves:</u>-   Growing and changing   -Keeping Safe   -Drugs, alcohol and tobacco
- <u>Relationships</u>:- Families and close relationships   -Managing hurtful behaviour and bullying -Safe relationships
- <u>Living in the wider world</u>   -Respecting self and others   -Shared responsibilities   - Communities
- <u>Economic Wellbeing</u>   -Money   -Media Literacy, Digital resilience   -Aspirations: work and career

The Orchard five rules
1. We look after each other.
2. We listen to each other.
3. We keep our hands and feet to ourselves.
4. We walk and use our quiet "indoor voices" inside.
5. We keep our school tidy.

We teach and reward the children for the 6 Rs:
- Responsibility
- Resilience
- Reflection
- Reasoning
- Resourcefulness
- Respect

When a child hurts another child/name calls/makes sexist/racist remark/says something apparently intended to hurt another child, staff must:
1. Find out what was happening and whether the action was deliberate or accidental

2. Ascertain the context – what led to this behaviour?
3. Explain how the behaviour has hurt the other person
4. Ask the child to apologise
5. Select sanction as appropriate:
   - Time out
   - Apology letter
   - Send child to Senior Leader/Head Teacher
6. Inform parents of both children
7. Record in the school behaviour log
8. Monitor for further incidents/pattern of behaviour
9. Create an ISP in consultation with parents if required

Considering whether behaviour is peer on peer abuse/sexual harassment or violence:
Staff should refer to:
- DSL
- This and other safeguarding policies/DfE and Ofsted guidance
- CSPA Consultation line
- Definitions as above
- Surrey's Effective Resilience descriptors of level of need
- The Orchard Safeguarding and Child Protection Policy
- Brook Traffic Light Tool descriptors

Evaluating sexualised behaviour
When considering sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. At the Orchard we refer to the Brook Traffic Light Tool to evaluate whether the sexualised behaviour is green, (within normal development), orange, (monitoring required and targeted support), or red (signalling the need for immediate protection and follow up support)
Refer to Brook Traffic Light Example behaviours- in staffroom/HT office/Personal copy (all staff)

Summary of Brook Traffic Light descriptions
4 year olds

Green light behaviours: Spontaneous, curious, light hearted, easily diverted, enjoyable, mutual consensual:
Action: Opportunity to reinforce appropriate behaviour, to provide further learning, explanations, support- inform parents
Orange light behaviours: cause concern because of persistence, frequency, duration of behaviours, type of activity, power imbalance, unusual changes in behaviour, risk to health/safety others-
Action: Contact CSPa consultation line and speak to parents, monitor closely, follow CSPA advice
Red light behaviours: excessive, compulsive, coercive, forceful, degrading or threating, secretive, manipulative age difference, abusive, aggressive
Action: Refer to CSPA immediately for level 4 child protection investigation

5-7 year olds

Green light behaviours: Increased sense of privacy, body touching and holding all genitals, masturbation with increasing sense of privacy, curiosity about other children's genitals and touching bodies of familiar children, curiosity about sexuality , telling stories or aasking questions, using swear words, toilet words or names for private parts, supervised online communication

Action: Positively reinforce appropriate behaviour, provide further explanation and support, speak to parents

Orange light behaviour: Persistence, intensity or duration of behaviours. Type of activity or knowledge of child for the age and stage of development, Inequality in size, age, power or developmental ability, risk to health and safety of others, unusual changes in behaviour

Action: Contact CSPA consultation line, speak to parents, monitor closely and follow Cspa guidance.

Red Light behaviour: Excessive, coercive, forceful, degrading or threatening, secretive, manipulative, not appropriate for age or stage of development, between children with significant age difference/developmental ability or power, abusive, aggressive

Action: Refer to CSPA immediately for level 4 child protection investigation.

If any behaviour constitutes peer on peer abuse report this immediately to the DSL or DDSL and add an incident on CPoms. Follow safeguarding procedures shown below. Follow up with the DSL to ensure appropriate action is being taken.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern. This will be on CPoms- add an incident tab

2. Report it to the DSL immediately.

3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

   - Dates and times of their observations
   - Dates and times of any discussions in which they were involved.
   - Any injuries
   - Explanations given by the child / adult
   - Rationale for decision making and action taken
   - Any actual words or phrases used by the child

5. The records must be signed and dated by the author on the pink slip.

6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to C-SPA (and the Police if appropriate) if there is the potential for immediate significant harm

Following a report of concerns the DSL must:

1. Using the SSCP Levels of Need, decide whether or not there are sufficient grounds for suspecting harm, in which case a request for support must be made to the C-SPA and the Police if it is appropriate.

2. Normally we will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impede a Police investigation. The child's views should also be considered.

   If there are grounds to suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must contact the C-SPA. By sending a Request for Support Form by secure email to: cspa@surreycc.gov.uk. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify the C-SPA of the occurrence and what action has been taken

3. If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA to discuss concerns

4. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering early help.

5. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the Police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the Police may need to conduct a criminal investigation.

6. When a child needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital,

having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

7. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the Police. The DSL should also be made aware.

The immediate response to a report
- The Orchard School will take all reports seriously and will reassure the child that they will be supported and kept safe.
- All staff will be trained to know who to report to and how to log an incident on CPoms
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will howeveronly share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessmentif the case is escalated later.
- Where the report includes an online element, the school will follow advice on searching, screening and confiscation. Searching, Screening and Confiscation: advice for schools 2018

- The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.
- The DSL will be informed as soon as possible.

DSL Further Actions:
- Follow DfE and KCSIE guidance on 'Child on Child Abuse' when a concern is raised that there is an allegation of a child abusing another child within the school/college.

- Follow KCSIE and DfE guidance contained in Sexual violence and sexual harassment between children in schools and colleges 2021 and be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.

- When there has been a report of sexual violence, make an immediate risk and needs assessment. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.

- Children making any report of sexual violence or sexual harassment including "upskirting" (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported.

- **Contextual Safeguarding**
  All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which incidents and/or behaviours occur. It is essential to consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Risk Assessment

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider;

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school/college.
- The victim and the alleged perpetrator sharing classes and space at school/college.
- The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school/college's approach to supporting and protecting children.

Support regarding risk assessments can be accessed from the [Education Safeguarding Team](#) – education.safeguarding@surreycc.gov.uk

Updated: March 2023

Appendix 1
Some useful definitions:
Sexual Harassment
This can be defined as 'unwanted conduct of a sexual nature' that can occur online and offline. In the context of this guidance this means in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feelintimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
It can include
• Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
• Sexual "jokes" or taunting;

Sexting
Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles,tablets, smartphones, laptops - any device that allows you to share media and messages. This is also known as youth produced sexual imagery
The UK Council for Internet Safety (UKCIS) Education Group has published Advice for Schoolsand Colleges on Responding to Sexting Incidents www.gov.uk/government/publications/sexting-in-schools-and-college

Upskirting
This typically involves taking a picture under a person's clothing without them knowing, withthe intention of viewing their genitals or buttocks to obtain sexual gratification, or cause thevictim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment.
Cases of 'up skirting' have a mandatory requirement for being reported.

Sexual Violence
In this guidance this refers to sexual violence in the context of child on child sexual violence.Children can and do abuse other children. Sexual violence covers a spectrum of behaviour. Itcan refer to sexual offences under the Sexual Offences Act 2013. This includes: -

 Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetrationand A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetratesthe vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching andA does not reasonably believe that B consents.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity maybe given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, analor oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
It is important to know that: -

• A child under the age of 13 can never consent to any sexual activity;

• The age of consent is 16;

• Sexual intercourse without consent is rape.

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due totheir additional training, the designated safeguarding lead (or deputy) should be involved and leading the school or college response. If in any doubt, they should seek expert advice. It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normaliseinappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

Useful guidance can be found in: -
NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework:
www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf
The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children
www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool Simon
Hackett's harmful sexual behaviours toolkit
https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour- framework

Hazing/Initiation

The practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Full Understanding Peer on Peer abuse

Sexual violence and sexual harassment can occur between two children of any age and sexor a group of children sexually assaulting or sexually harassing a single child or group of children.

The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing.

Sexual harassment and sexual violence may also occur online and offline.

The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB).

We are adopting the NSPCC definition of HSB as: -

"Sexual behaviours expressed by children…that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child…or adult."

We are also acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

Vulnerable groups

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence; young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

Whist research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Appendix 1
Useful Publications and Websites

- [Surrey Safeguarding Children Partnership protocols, guidance and procedures](#)

- [Working Together to Safeguard Children 2018](#)
- [Keeping Children Safe in Education 2021 (KCSIE)](#)

- [Disqualification under the Childcare Act 2006 (updated 2019)](#)

- [FGM Act 2003 Mandatory Reporting Guidance 2020](#)

- ['What to do if you are worried a child is being abused' 2015](#)

- [Teacher Standards 2011](#)

- [Information Sharing Advice for Practitioners' guidance 2018](#)

- [The Equality Act 2011](#)

www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth- [violence](#)
Preventing and tackling bullying in schools
www.gov.uk/government/publications/preventing-and-tackling-bullying **Other**
useful documents
Sexting
Sexting in schools and colleges-Responding to incidents and safeguarding young people
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
Peer-on-peer abuse
Farrer &Co - Peer-on-peer abuse toolkit, guidance on peer-on peer abuse policy and
template peer-on-peer abuse policy
www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf Anti-
bullying alliance
There are some useful links on the section on sexual bullying:-
Sexual bullying: developing effective anti-bullying practice- A guide for school staff andother
professional
www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf
Preventing abuse among children and young people-guidance from Stop it Now
www.stopitnow.org.uk/files/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf
What is Age appropriate?
http://www.stopitnow.org/ohc-content/what-is-age-appropriate Brook
Traffic lights
https://www.brook.org.uk/our-work/using-the-sexual-behaviours-traffic-light-tool NSPCC-
Harmful sexual behaviour
https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual- [behaviour/](#)
NCB Harmful sexual behaviour
https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmful- [sexual-behaviour](#)
NSPCC –Is this sexual abuse? https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplines- [report-peer-sexual-abuse.pdf](#)

Online sexual harassment

Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe

Understanding, Preventing, Responding

https://www.childnet.com/our-projects/project-deshame Sexism

It's Just Everywhere- a study on sexism in schools –and how we tackle it

https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf

•Relationship Education , Relationship and Sex Education

HMSO www.gov.uk/government/news/relationships-education-relationships-and-sex